

THE
DISTRICT SCHOOL JOURNAL

OF THE

STATE OF NEW-YORK.

EDWARD COOPER, EDITOR.

VOLUME IX.

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EDWARD COOPER, EDITOR.

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ANNUAL REPORT

OF THE EXECUTIVE COMMITTEE OF THE STATE NORMAL SCHOOL,
TO THE LEGISLATURE.

Pursuant to the provisions of the act, chapter 311, of the Laws of 1844, the undersigned have the honor to transmit herewith the Annual Report of the Executive Committee of the State Normal School, which has been received and approved of; which report contains a full statement of the receipts and expenditures of money under the same act during the past year, in pursuance of appropriations made by law.

N. S. BENTON,

Supt of Common Schools.

Albany, Dec. 16th, 1847.

PETER WENDELL,

Chancellor of the University, in behalf of the Regents.

To the State Superintendent of Common Schools, and Regents of the University of New-York.

The Executive Committee of the State Normal School respectfully

REPORT:

The provisions of the act of the Legislature, passed May 7, 1844, "For the establishment of a Normal School," require the Executive Committee to present to the Regents "a detailed report" of the progress, condition and prospects of the school. In obedience to this requisition, it is designed in this report to give such an account of the affairs of the school, as will make the Regents thoroughly acquainted with its regulations, management and actual condition.

By a regulation of the committee, which has been approved by your honorable body, the number of students who may at any one time be admitted to the school, is limited to 256, each county having the privilege of sending twice as many pupils as it has members in the Assembly. The selection of the pupils is entrusted to the county and town superintendents in each county, the following directions being sent to them, to govern them in making their choice:

1. That the appointments in each county should be made at a meeting of the county and town superintendents, called by the county superintendents for that purpose.

2. Females sent to the school must be sixteen years of age, and males eighteen.

3. The superintendents, in making their appoint-

ments, are to pay no regard to the political opinions of the applicants. The selections should be made with reference to the moral worth and abilities of the candidates. Decided preference ought to be given to those who, in the judgment of the superintendents, give the highest promise of becoming the most efficient teachers of common schools. It is also desirable that those only should be appointed who have already a good knowledge of the common branches of study, and who intend to remain in the school until they graduate.

4. As the pupils entering the school are required to sign a declaration, that it is their intention to devote themselves to the business of teaching district schools, and that their sole object in resorting to the Normal School, is the better to prepare themselves for this important duty; therefore, it is expected of the superintendents that they shall select such as will sacredly fulfill their engagements in this particular.

5. Pupils once admitted to the school will have the right to remain until they graduate, unless they forfeit that right by voluntarily vacating their place, or by improper conduct.

It is due to the superintendents to state, that in general, great judgment and care have been displayed in the selection of pupils, and is believed that in most cases, strict regard has been paid to the above regulations.

Inasmuch, however, as some of the counties failed in sending to the school their full proportion of pupils, and as it was deemed important that the school should afford its advantages to as large a number as possible, the following additional regulation was passed and sent to the county and town superintendents in the month of September last:

"In the selection of pupils, preference is always to be given to those who reside in your own county; but if there are no suitable persons within your county who wish to avail themselves of the advantages of the school, the superintendents may then select the residents of other counties in this State, who may apply, provided they bring satisfactory evidence that they are suitable candidates."

Upon entering the school, all the pupils are required to sign a declaration of their intention to devote themselves to the business of teaching district schools, and that their sole object in resorting to the Normal School is, the better to prepare themselves for that important duty.

The classification of the students upon their first coming to the school, is found to be an exceedingly difficult duty; that it may be properly made, every student is subjected to a rigorous examination, and then all are classed according to their attainments and abilities. These introductory examinations afford the strongest argument in favor of the establishment of the Normal School, proving that its course of training was needed to elevate the profession of the teacher, and to fit him for the discharge of his duties. Four-fifths of the pupils of the school have been already engaged in

teaching the district schools of the State, and when thus engaged they were regarded as having attainments equal to the other district school teachers of *their own age*, and yet these introductory examinations show most conclusively, that the most of them did well in coming for a term to the Normal School. Indeed many of the pupils do not hesitate to say of themselves, that they were unfit to discharge the duties of a teacher, and *all* declare that they have received very great advantage from the Normal School.

The students are expected to remain in the school until they are fitted to graduate. This requires a longer or a shorter period, according to the attainments, ability and industry of the pupil. The majority complete the course of studies in one year, but many are required to remain from eighteen months to two years.

The following is a list of the names and duties of the present corps of instructors:

DAVID P. PAGE, A. M., principal.

GEORGE R. PERKINS, A. M., Professor of Mathematics. WILLIAM F. PHELPS, Permanent Teacher of Experimental School.

DARWIN G. EATON, Teacher of Mathematics, &c.

SUMNER C. WEBB, Teacher of Arithmetic, History, &c.

SILAS T. BOWEN, Teacher Grammar, Mathematics, &c.

WILLIAM W. CLARK, Teacher of Natural History and Chemistry.

TRUMAN H. BOWEN, Teacher of Vocal Music, &c.

ELIZABETH C. HANCE, Teacher of Reading and Geography.

ANN MARIA OSTROM, Teacher of Drawing, &c.

It is a fact worth mentioning, and one highly creditable to the Normal School, that all of the teachers, with the exception of Messrs. Page and Perkins, are graduates of the Normal School; and the statement is made with pleasure, that they are most competent teachers, laboring assiduously to promote the best interests of the pupils, and they have the entire confidence of the committee.

For a full statement of the daily recitations of the school, see appendix (E.) An examination of this programme of recitations, will show that the powers of the students are taxed to the utmost, and it may therefore most truly be said, that there too heavily taxed. To attend five recitations a day, is more than any student should be required to do; but under existing circumstances this is, perhaps, unavoidable. The most of the students are persons of limited means, and it is only by the most rigid economy that they are able to remain at the school as long a time as is now required for graduation. But if the number of the daily recitations was diminished, the consequence would be, that the pupils would be compelled to remain one or two terms longer to complete the prescribed course of studies. Now the limited pecuniary resources of the students will not permit this; and however desirable such a change of the present regulations of the school may be, it is impossible to adopt it, for the effect would be to prevent pupils from attending the school.

The recitations of the school are characterized by thoroughness. In every case an instructor is appointed to teach those branches in which he himself excels, and for which he has a fondness. This fondness imparts animation to his teaching, and a desirable enthusiasm is awakened in the breasts of the pupils. Hence there is less of listlessness in the recitation rooms of the Normal School than is usual in other schools; while the student has this additional consideration operating upon him as an incentive to attention, he knows he cannot receive a diploma until every study of the course is mastered.

But besides this, the idea is constantly kept before the minds of the students that they have made a solemn promise that they will become teachers of district schools. It is spoken of, therefore, as a matter of course, that they will be as good as their word. But they are told further that their promise is not kept if they merely "*keep a school.*" To be men of their word, they must strive to be *efficient* teachers. If they mean to be indolent and inefficient, it is better far for them not to teach at all. Hence this question is ever before the mind of the Normal pupil, "*how shall I fit myself to be a useful teacher?*" And he is told that, in as far as knowledge is concerned, two things are necessary: First, to be accurately acquainted with every subject that he will be required to teach; and secondly, to be able to communicate his ideas in plain and easily intelligible language. He is taught that it is no evidence of profundity to be incomprehensible—that it is the easiest thing in the world to talk in such a way that no mortal mind can gather his meaning, and one of the most difficult, as well as valuable attainments, to be able to make a subject intelligible to the capacity of a child. Now this is *common sense*, and it is believed that the students of the Normal School appreciate it, and are earnestly endeavoring to obtain *accurate knowledge*, and a *perspicuous manner of telling what they know*. And it is certain, that if they obtain the latter quality, of speaking in a plain and simple manner, they will be forced to study, for ignorance is easily seen through the transparent medium of simple language. Now the committee believe that these are two great lessons, which are taught in the Normal School, and which, if thoroughly learned, will amply compensate the student for a two years residence in Albany; and they further believe, that a great end will be gained, if, in any degree, the Normal School can thus aid in banishing ignorance and grandiloquence from the teacher's desk.

A list of the studies pursued in school, and also of the textbooks which are used, is given in the appendix (B.) In regard to studies, the committee have little to add to what they have said in former reports. It is well, however to state, that in addition to the course of instruction in the "*theory and practice of teaching*," the principle has, during the year, given a course of lectures to the graduating classes, on the *details of instruction*, in which the everyday duties of the teacher are more fully illustrated and enforced, the better methods of teaching the different branches, presented in a familiar style, and the prominent faults and errors of young teachers pointed out. This is found to be a most profitable exercise, and the students engage in it with great interest.

In teaching Drawing, the study of perspective is connected with instruction in Geometry; and imitative drawing is made a class exercise in which a part of the class is required to draw upon the black board each day. This is a very important exercise for teachers; fitting them to teach drawing to their pupils and also enabling them to illustrate many important subjects to their schools; indeed in the absence of apparatus, it is the only way in which the teacher can address the eye. The specimens of drawing executed by the pupils, are highly creditable both to them and their instructor, and the committee refer to these specimens with pride and pleasure.

The question is often asked by persons not familiar with the subject, "*in what respect does the Normal School differ from an ordinary academy, and why cannot the best of our academies afford to teachers all the instruction and training which they require to fit them for the work of instruction?*"

In answer to this enquiry, the committee design to

make a few remarks, not so much for the purpose of answering objections which have been made to the School, as to give accurate information in regard to the course and methods of instruction pursued in it.

1. The Normal School has a prescribed course of study which the pupil is required to pursue. He is not, (as is too often and unavoidably the case in academies,) permitted to follow his own whims, studying *what* he pleases, and in the order which may seem best to him. Having been examined and classified, he is expected to take up those studies which his teachers think necessary for him. If he is ignorant of the elements, he must, however mortifying it may be to his pride, go back to the first principles and master them; nor is he allowed to leave a lower study and enter upon a higher, until he has given the most satisfactory evidence that he thoroughly understands the lower study.

2. The Normal pupil is subjected to a rigor of daily examination, which is impossible in an academy.—He is required not only to recite a lesson, but also to illustrate it, as a teacher would to his pupils. A lesson, or the subject of study, is not regarded as mastered, until the pupil can tell what he knows, and can give full information upon it without its being necessary to draw that information out of him by the asking of some dozen interrogatories. He who cannot do this when it is required of him, is regarded as having fallen short, and he must study the more diligently and come up to this mark. He is made to feel that he has come to the State school for two purposes—first, to acquire knowledge, and secondly, to learn how to communicate that knowledge to others. Now, the former he may acquire at a good academy as well as at the Normal School; but the latter he cannot, and yet without the latter, he will be useless as a teacher.

3. A much longer time is spent in the recitation room than is possible in our academies. In the Normal School each recitation occupies forty-five minutes, and the student is engaged in recitation nearly four hours every day.

4. There are studies necessarily pursued in the Normal School, some of which, though appropriate to academies, are not usually taught in them, and others would be wholly out of place elsewhere than in the Normal School. Of the former class are vocal music and drawing, and of the latter are daily recitations and lectures on the theory and practice of teaching. Indeed, it may be said with strict regard to truth, that one-half of the time of the Normal pupil is necessarily and properly occupied about matters that concern the teacher's work. But this could not be done in the academy without doing great injustice to those of the pupils who have no desire to fit themselves for instructing, and if in the academy a majority of the pupils were designed for teachers, and a course of studies suitable for them were introduced, then it would cease to be an academy, that is a place designed for the instruction of pupils in the higher branches, and it would become in fact a Normal School.

From these remarks it will be seen, that the academy and the Normal School, are in their very nature wholly different institutions. In the academy many things must be taught, which would be out of place in the Normal School; and in like manner many subjects must be pursued long and thoroughly in the latter, which would be very inappropriate in the academy, and would seriously interfere with the advancement of the other pupils.

STATISTICS.

The Committee would now present to the Regents, certain statistics, which will throw light upon the prac-

tical working of the School. The School began its seventh term on the 1st of November last. It has therefore completed six whole terms. The following table will show the number of students in each term, and also the number of graduates:

Term.	Students.	Graduates.
1st. Winter,.....	98	0
2d. Summer,.....	185	34
3d. Winter,.....	197	47
4th. Summer,.....	205	63
5th. Winter,.....	178	46
6th. Summer,.....	221	64
7th. the present term,.....	200	
Total graduates,.....		254

The number of names entered on the Register, independent of those now in the school, is 537. That is, 537 persons who now have no connection with the school, have for a longer or shorter period enjoyed its advantages. Of those 537, 234 are graduates, and the connection of the remaining 283 with the Normal School, ceased before they had graduated.

The committee have felt very desirous to obtain accurate information as to the pursuits of these 537 persons, and the result of their inquiries will now be presented.

Of the graduates, there have died,.....	6
Never taught,.....	3
Taught six months, and then relinquished the profession on account of ill health,.....	5
Taught from six months to a year, and then left the State to teach in other States,.....	5
Taught six months, and then engaged in other pursuits,.....	4
Graduates who have taught in the State, but in academies or select schools only,.....	2
Graduates who, after teaching in the common schools of the State, from six months to two years, have gone into academies or select schools,.....	7
Graduates whom the committee, from the best information which they could gain, believed to be now engaged in teaching the common schools of this State,.....	222

It is due to the memory of those who have died, to state, that there is no reproach upon their names for the violation of plighted faith; all of them died at their post.

Now these statistics speak volumes in favor of the moral principle of the graduates of the Normal School; of the 254 graduates, all, except five, have taught for a longer or shorter period in the district schools, and of these five, two are now teaching in academies of the State. And it may be well to mention in this connection, a circumstance which has come to the knowledge of the committee within the last week.

At a teachers' institute lately held, a gentleman from New York offered one of the students of the school a situation as a teacher at a salary of \$300; she replied, she could not accept his offer, for she had made a solemn promise that she would teach in district schools. It is proper to add, that the present salary of this high-minded young woman is \$10 per month.

But the 283 undergraduates, whose connection with the school has ceased, must now be spoken of. Of these—

Died,.....	9
In the school one term or less, and left without being qualified to teach,.....	9
Dismissed for incompetence or misconduct,.....	10
Married, (a female,).....	1
Left to enter college, a student for one term,....	1

Left on account of ill health,.....	1
Total,	31

Of these 31, few, if any, have taught in the common schools since they left the State institution. Of the remaining 252:

Teaching in other states,.....	3
Taught one year and then relinquished the business on account of ill health,.....	1
Females, who have taught from six months to two years and then relinquished the business on account of marriage,.....	8
Taught common schools from six months to two years, and then engaged in academies or select schools,.....	2
Those of whom nothing definite is known, (these were students of the last term, and there has been no opportunity of hearing from them.)...	39
Those whom the committee, from the best information which they could gain, believed to be engaged in the common schools of this state,...	199

From these statements it appears: first, that of these 537 graduates and undergraduates, 501 have been engaged for a longer or shorter period in the district schools of the State, since their connection with the Normal School ceased; and secondly, that 421 are believed to be now employed in the district schools of this State.

These statistics give also the data by which may be determined the actual expense incurred by the State in sending each of these teachers into the district school. If the \$30,000, drawn from the treasury during the last three years, be divided by 421, which is the number of the pupils now believed to be teaching, it shows that each of these teachers have cost the State \$71.25.* And when it is taken into account, that during the first year the expenses of the School were necessarily much greater in proportion to the results than they can be in future years; that during the first year the graduates were only 34, and that they now number about one hundred a year; also that about a hundred under graduates very well prepared to teach, leave the school yearly and engage in our district schools; it will be seen that the expense of each teacher to the State will not probably exceed \$50.

It is proper in this place to state, that in general the most flattering accounts have been received of the manner in which the pupils of the Normal School are discharging their duties as teachers.

THE HISTORY OF THE PAST YEAR.

The affairs of the School during the last year have strengthened the convictions of the committee in favor of the Normal School. The teachers are competent and faithful, and of the pupils it is only necessary to state, that during the summer term, there was not a single case of discipline. Every thing in and about the school is orderly; the kindest feeling seems to exist among the pupils, and they display great affection for their teachers. But above all, there is constantly manifested a regard for what is right, and there is in the Normal School what the committee have never seen in the same degree in any other school—a moral power which keeps in check the least tendency to evil doing.

* In this calculation, the \$9,000 appropriated for the establishment of the school is not taken into account, because, first, little more than half of it is as yet expended; and secondly, the books, furniture, &c., which have been bought with it, are now in use, and will continue to have a permanent value, and therefore though \$5000 has been expended within the three last years, yet it ought not to be regarded as a charge against the present school.

It may be well to state here, that those persons who in past years have been found to be incompetent or immoral, were chiefly from the class of pupils who in former reports have been spoken of under the name of volunteers. By the present mode of appointing pupils, and especially if the superintendents are faithful, no unsuitable persons either as to morals or ability, will be found in the School.

During the past year vocal music has been taught by one of the teachers of the School, who is also employed in teaching other branches. Agricultural chemistry has also received considerable attention.

The mention of agricultural chemistry calls up to the recollection of the committee the name of Silas Wright. That distinguished statesman urged upon the committee and Faculty of the School the importance of paying much attention to this subject. He said that most of the pupils would probably be employed in the rural districts of the State, where they might, if well informed, improve greatly the present modes of culture, and call forth more largely the resources of the State, which as yet are very imperfectly developed. And the committee will be pardoned if they mention another fact in regard to this distinguished man. When he was elected to the office of governor, he was far from friendly to the Normal School, and hence in his first message he did not say a single word in commendation of it. But afterwards, when he came to reside in Albany, he had an opportunity of visiting the school, and of seeing its practical working, he became its friend and advocate, and in his message of 1846, he presents his views in regard to the School in a clear and masterly manner. The committee are also happy to add, that the county of St. Lawrence, where Mr. Wright resided, which did not at first avail itself of the advantages of the Normal School, is now fully represented.

LIBRARY AND APPARATUS.

There are at present 732 volumes in the Miscellaneous Library, showing an increase of 39 volumes since last report. The Text book Library numbers 5,710 volumes. In both libraries there are 6,442 vol's.

The philosophical and chemical apparatus has been supposed to be as extensive as the wants of the school require, hence but slight additions have been made during the year. The committee are happy to bear witness to the excellent condition of the apparatus, evincing, as it does the capability and efficiency of the teacher in this department.

EXPERIMENTAL SCHOOL.

The experimental school is composed of one hundred pupils, between the ages of six and 16 years, drawn from families resident in the city of Albany. One half this number are fatherless children, who receive their instruction gratuitously. The remaining half pay a tuition of twenty dollars per year, each which defrays the expenses of sustaining the school. The great design of this department is to afford the Normal graduates an opportunity to practice the modes of instruction and discipline inculcated in the Normal School, as well as to ascertain their aptness to teach and to perform the various and complicated functions of the teacher's high office. To secure these ends the department is placed under the supervision of a permanent teacher, whose duty it is to govern, arrange and classify it according to his best judgment and to make such criticisms and suggestions relative to the modes of instruction adopted by the teachers as circumstances may require. The instruction of the pupils is mainly performed by eight members of the graduating class per week; four of whom act as "observers," and four as teachers. At the commence-

ment of every term this class is met by the permanent teacher, their relations to the school are clearly defined, and a copy of the regulations and blank report is presented to each member. They are thus afforded ample opportunity to become acquainted with their duties, and to prepare for their proper discharge before being called upon to engage in them.

The aim has been to present to the inspection of these teachers, a school, which, in point of classification, arrangements and system, should be a model; and at the same time to furnish them with every facility for giving a fair specimen of their tact and ability as instructors of the young. From their entrance into this school to their exit, their course is carefully noticed, their excellencies commended, and their faults corrected. The better to do this work, teacher's meetings have been instituted. After the close of the daily session they are called together, and the errors of the day are commented upon in a kind of general lecture, and at the same time the "better way" is pointed out. They are, furthermore, allowed to ask any questions relative to the school, or upon any subject connected with their duties as teachers. To give greater variety and interest to these meetings, as well as to cultivate the teaching faculty, subjects are assigned to the acting teachers beforehand, who, at a specified time, are allotted twenty minutes to develop it, in the same manner as they would be required to do before a class of younger pupils. They are advised to study brevity and perspicuity in these exercises, and whenever there is a failure in these respects it is pointed out to them. Two exercises of this kind are expected from each teacher, which sets him to think on the best modes of imparting his knowledge to others, besides bringing the experience of all into one common store-house. The Permanent Teacher is in the habit, at these meetings, of giving short lectures on various matters connected with school duties, methods of instruction, &c. They are for the present held on Monday, Tuesday, Thursday and Friday, of each week, from 3 to 4 P. M.

The reports required to be made are thorough and searching. The blank has been so constructed as to call their attention to most of the important items in a teacher's round of duty, and it is hoped by thus directing their attention for two weeks to these matters, that such an impression may be made, as shall influence them throughout their whole course as teachers. These reports are made to the permanent teacher, who passes his judgment upon the labors of the individuals, and brings his case before the faculty; about the time of making out the graduation list. It is understood that his course in this school has a material influence in deciding the question of his graduation.

A statement of the receipts and expenditures, from September 30th, 1846, to September 30th, 1847, is herewith submitted, and the vouchers for every item of expenditure are in the possession of the committee.

All of which is respectfully submitted.

WM. H. CAMPBELL,
S. YOUNG,
GIDEON HAWLEY,
H. BLECKER.

I concur in the foregoing report.

N. S. BENTON,
Sup't of Common Schools.

ALBANY, December 13th, 1847.

It is necessary to add, that since the date of the above report, the institution has experienced a severe loss in the death of David P. Page, Principal. The Executive Committee have chosen Professor Perkins to the vacant office.

NEW YORK STATE NORMAL SCHOOL, IN ACCOUNT WITH THE
EXECUTIVE COMMITTEE.

1847,	Dr.
Sept. 30,	To cash paid from September 30, 1846, to this date, for improving the school building, including the finishing and furnishing of three new rooms with stoves and fixtures, repairs of roof, deafening the floor, &c.,.....
	\$657 33
	To cash paid for text books, library books, &c.,.....
	367 41
	To cash paid for apparatus, chemicals, &c.,.....
	95 49
	To cash paid for mileage of the students,.....
	3,128 55
	To cash paid for the salaries of teachers,.....
	5,929 00
	To cash paid for support of the experimental school one year, including repairs of roof, deafening floor, &c.,.....
	804 07
	To cash paid for incidental expenses, including fuel, cleaning, pay of janitors, librarians, &c.,.....
	779 23
	To cash in bank, Sept. 30, 1847, ..
	78 42
	\$11,835 50

1847.	Cr.
Sept. 30,	By cash in bank, Sept. 30, 1846, ..
	\$554 31
	By cash received at sundry times from the Comptroller, by draft of the Superintendent, from the appropriation to "Establish the Normal School" to this date, since Sept. 30, 1846,.....
	1,000 00
	By cash received as above from the appropriation, to "support the Normal School,".....
	9,500 00
	By cash received from Sept. 30, 1846, to this date, for tuition in the experimental school,.....
	766 50
	By cash received of sundry Normal students for loss of text books,.....
	14 69
	\$11,835 50

DOCUMENTS.

(A.)

NAMES AND RESIDENCES, OF THE PUPILS WHO RECEIVED
THE DIPLOMA OF GRADUATION APRIL 1ST, 1847.

NAMES.	TOWN.	COUNTY.
Cornelia E. Gifford,	Albany,	Albany.
Eliza Winton,	Havana,	Chemung.
Emily E. Jones,	New-Lebanon,	Columbia.
Elizabeth Stiles,	Tompkins,	Delaware.
Emeline J. Fenn,	Davenport,	do.
Marcia L. Hard,	Hunter,	Greene.
Maria L. Isham,	Watertown,	Jefferson.
Nancy A. Turner,	Nelson,	Madison.
Sophia A. McNaughton,	Mumford,	Monroe.
Emily Baily,	Utica,	Oneida.
Maria P. Mason,	Sangerfield,	do.
Susan Maria Cox,	Onondaga Hollow,	Onondaga.
Henrietta B. White,	Baldwinsville,	do.
Jane A. Butin,	Fabius,	do.
Sarah A. Gue,	Farmington,	Ontario.
Frances M. Sherman,	Saratoga,	Saratoga.
Delia Krum,	Middleburgh,	Schoharie.
Nancy McHinch,	Broome,	do.
Cynthia A. Osborn,	Yorktown,	Westchester.
Salmon O. Simonds,	Conewango,	Cattaraugus.
Charles C. Shorkley,	Scipio,	Cayuga.
James E. Dexter,	Locke,	do.

Azariah S. Palmer,
Harry Cole,
Hiram C. Burlingame,
James Baldwin, Jr.,
James Wood, Jr.,
Oscar W. Lord,
George D. Chapel,
George L. Farnham,
John Felt, Jr.,
William J. Grannis,
Francis Ferry,
Jedediah Gaskell,
Myron Wheaton,
Joseph H. Palmer,
Isaac Johnson,
Thomas H. Reed,
William Ross,
Edward H. Hallock,
Jeremiah G. Tuthill,
Jairah I. Foote,
Thomas P. Hunt,
Ezra Leonard,
Benjamin F. Cooke,
Henry A. Bruner,

Hanover,
Sherburne,
Norwich,
Preble,
Wales,
Bethany,
Oakfield,
Watertown,
Felt's Mills,
Lyne,
Lecester,
Porter,
Tully,
Granby,
Palermo,
Carmel,
Ovid,
Southold,
do
Saugerties,
Cambridge,
Lyons,
Penn-Yan,
Starkey,
do

Females 19; males 27; total, 46.

Chataque.
Chenango.
do
Cortland.
Erie.
Genesee.
do
Jefferson.
do
do
Livningston.
Niagara.
Onondaga.
Oswego.
do
Putnam.
Seneca.
Suffolk.
do
Ulster.
Washington.
Wayne.
Yates.
do

William Smith,
J. H. Stephens,
John F. Stoddard,
Joseph H. Tompkins,
D. Waterbury,
J. P. Welsh,
William L. Wood,
L. M. Wiles,
Perry,

Ladies 25; gentlemen 37; total, 62.

Richfield,
New City,
Liberty,
Perry,
Middletown,
Syracuse,
Charlottesville,
Perry,

Otsego.
Rockland.
Sullivan.
Wyoming.
Delaware.
Onondaga.
Schoharie.
Wyoming.

(b.)

(See Circular of the Sec. of State, in another column.)

(c.)

As frequent inquiries are received from other States for the act of the Legislature establishing the Normal School, it has been thought proper to append it to this report.

AN ACT for the establishment of a Normal School.

Passed May 7, 1844.

The People of the state of New-York, represented in Senate and Assembly, do enact as follows:

§ 1. The treasurer shall pay, on the warrant of the comptroller, to the order of the superintendents of common schools, from that portion of the avails of the literature fund appropriated by chapter two hundred and forty-one, of the Laws of one thousand eight hundred and thirty-four, to the support of academical departments for the instruction of teachers of common schools, the sum of nine thousand six hundred dollars which sum shall be expended under the direction of the superintendent of common schools, and the regents of the university, in the establishment and support of a normal school for the instruction and practice of teachers of common schools in the science of education, and in the art of teaching, to be located in the county of Albany.

§ 2. The sum of ten thousand dollars shall, after the present year, be paid annually by the treasurer on the warrant of the comptroller to the superintendent of common schools for the revenue of the Literature Fund, for the maintenance and support of the school so established, for five years, and till otherwise directed by law.

§ 3. The said school shall be under the supervision, management and government of the superintendent of common schools and the regents of the university. The said superintendent and regents shall, from time to time, make all needful rules and regulations, to fix the number and compensation of teachers and others to be employed therein, to prescribe the preliminary examination and the terms and conditions on which pupils shall be received and instructed therein, the number of pupils from the respective cities and counties, conforming as nearly as may be to the ratio of population, to fix the location of the said school, and the terms and conditions on which the grounds and buildings therefor shall be rented, if the same shall not be provided by the corporation of the city of Albany, and to provide in all things for the good government and management of said school. They shall appoint a board consisting of five persons, of whom the said superintendent shall be one, who shall constitute an executive committee for the care, management and government of the said school under the rules and regulations prescribed as aforesaid, whose duty it shall be from time to time to make full and detailed reports to the said superintendent and regents, and among other things to recommend the rules and regulations which they deem necessary and proper for said school.

§ 4. The superintendent and regents shall annually transmit to the legislature a full account of their proceedings and expenditures of money under this act, together with a detailed report by said executive com-

NAMES AND RESIDENCES OF THE PUPILS WHO RECEIVED

THE DIPLOMA OF GRADUATION, SEPTEMBER 16, 1847.

NAMES.	POST-OFFICE.	COUNTY.
Margaret S. Arnout,	New-York,	New-York.
Pheba A. Barnard,	Union Village,	Washington
Emily S. Corwin,	Gloversville,	Fulton.
Catharine M. Griffin,	New-York,	New-York.
Jane A. Holbrook,	Lima,	Livingston.
Marguerite A. Hillman,	Albany,	Albany.
Emeline D. Howard,	Perry Centre,	Wyoming.
Clarissa Harris,	Portland,	Chautauque.
Frances J. Johnston,	Northumberland,	Saratoga.
Elizabeth M. Lewis,	Groton,	Tompkins.
Sarah J. Loomis,	Wampsville,	Madison.
Charlotte McDuffie,	Albany,	Albany.
A. McSorley,	Attica,	Oneida.
Barbara H. McDonnell,	New-York,	New-York.
Sarah S. Niles,	Hamilton,	Madison.
Marietta A. Noble,	Warren,	Herkimer.
A. Louisa Ostrom,	Moscow,	Livingston.
Marion Phelps,	West Groton,	Tompkins.
Ann Amenia Pomeroy,	New York,	New-York.
Lucy A. Riley,	Almond,	Allegany.
Catharine Robinson,	Rose,	Wayne.
Elvira Searle,	Fort Plain,	Montgomery.
Sarah A. Sherman,	Bemis' Heights,	Saratoga.
Catharine A. Terry,	Clymer,	Chautauque.
Mary Whalon,	Milton,	Saratoga.
A. Butler, Jr.,	Westfield,	Richmond.
R. W. Baker,	Pavillion Centre,	Genesee.
G. E. Benson,	North Easton,	Washington.
G. H. Collier,	Mina,	Chautauque.
H. W. Collins,	Kirkland,	Oneida.
J. T. Conklin,	Brooklyn,	Kings.
L. B. Corey,	Ferguson's Corner,	Yates.
Isaac T. Davis,	Coeymans Hollow,	Albany.
J. M. Denton,	Durham,	Greene.
G. H. Dunham,	Orangeville,	Wyoming.
Elihu Enos, Jr.,	Kingsboro',	Fulton.
Park Fellows,	Syracuse,	Onondaga.
Judson Flatt,	Barton,	Tioga.
J. W. Frisbee,	Roxbury,	Delaware.
Addison C. Gibbs,	East Otto,	Cattaraugus.
Charles H. Gillett,	Scott,	Cortland.
Edward Gray,	Oswego,	Oswego.
Samuel Halleit,	East Canisteo,	Steuben.
John B. Loomis,	Champion,	Jefferson.
Gilbert Losee,	Sprout Creek,	Dutchess.
Andrew L. Martin,	Milan,	do
James E. McVean,	Caledonia,	Livingston.
W. D. Nichols,	Berlin,	Rensselaer.
J. R. Page,	Bethany,	Genesee.
Hezekiah E. Pitcher,	Nichols,	Tioga.
H. P. Platt,	Schroon Lake,	Essex.
J. B. Poucher,	North Sterling,	Cayuga.
John Prentice,	Troy,	Rensselaer.
Enos K. Reed,	Jamesville,	Onondaga.

mittee of the progress, condition and prospects of the school.

(D.)

In order to give a definite idea of what is required of a pupil of the graduating class while in the experimental department, we append a copy of a form of report which every student is expected to fill up, and leave in the hands of the permanent teacher. We have here given a form as actually filled by one of the students of the present term. The form is printed in roman letter, and the *filing up* in italic letter.

EXPERIMENTAL DEPARTMENT OF STATE NORMAL SCHOOL.

Report of _____, of _____ county, made on the *twentieth* day of November 1847. Age *twenty-two* years. No. of months taught before entering Normal School *forty-five*. Entered the upper room as "Observer," the *eighth* day of November 1847.—Hours of entering and leaving at each session, as follows:

	MONDAY.	TUESDAY.	WE'DAY.	TH'EDAY.	FRIDAY.
	A. M. P. M.	A. M. P. M.	A. M. P. M.	A. M. P. M.	A. M. P. M.
Entered as Observer:	9 20	7 30	8 40	8 30	8 30
Left:	2 5	2 5	2 5	2 5	2 5
Entered as Teacher:	8 30	8 30	8 35	8 25	8 35
Left:	2 5	2 10	2 10	2 50	2 35

Abstract of duties performed as Observer.

I spent my time while "Observer" in answering the questions of the pupils in regard to their lessons, in preserving order, and in learning the name and attainments of each pupil, that I might be better prepared for the duties of the second week.

Entered as teacher the *fifteenth* day of November, 1847. Left the *nineteenth* day of November. No. of occasional absences during session hours. *None*.—No. of pupils corrected or reported for delinquencies. *Twelve*. No. of times the school room and furniture have been thoroughly inspected with reference to cleanliness and general condition. *Daily*. Whole No. of Recitations heard. *Forty-five*. Do. without preparation. *None*. No. of good recitations heard. *Thirty-six*. No. of poor do. *Nine*. No. of general exercises given. *One*. On what subjects. *On the growth of trees*. The same subject was brought up and discussed two days in succession.

How conducted. *On a previous day the following questions were given out: Do trees grow by a succession of layers on the outside, or is matter deposited on the inside forcing the layers outwardly? When and how does sap ascend and descend in perennial plants? For consideration next day, the similarity of the circulation of sap to the circulation of blood in animals. Various opinions were given by the pupils which were followed by an explanation of the true theory by the teacher.*

With what success. *From the interest manifested by the pupils during the discussion, I think many of them will be led to examine the subject more fully.*

Means adopted for conveying moral instruction.—*By encouraging the pupil to act from principle, asking themselves this question: Is this right or wrong? First by example, then by precept.*

What bad habits are prevalent, and what means adopted for correcting them. *Tale telling and disregard of truth. I endeavored to correct the first by showing the baseness and dishonor of the tale bearer. The second, by salutary advice, showing the necessity of order and by firmly enforcing the rules of the school.*

Classes heard, where commenced and where ended:

B class. Promiscuous exercises in the "Analytical Reader."

C class. do do do "Russell's Primary Reader."

A class. Ment. Arith. commenced 5th ex. 116th p. Ended 64th ex. 120 page.

B class. Writ'n Arith. com. Dec. Frac. p. 52, End. Mul. of Dec. p. 56.

A class. Writ'n Arith. com. prob. 3d p. 167, End. Discount p. 169.

A class. Gram. com. Tenses p. 35, End. Conjugation of the verb see p. 42.

D class. Oral instruction in Notation, Addition and Subtraction.

B class. Geography, com. Conn. p. 20, End. Counties of N. Y. p. 22.

Suggestions and Remarks.

I would respectfully suggest that the "Teachers" should more clearly define the duties of their "Observers," that they may the better know their sphere of action. For this purpose, I would suggest that the "Teachers" meet their "Observers" before entering and inform them of the condition of the school, and their plans for the ensuing week.

Many circumstances are against the School, but if Normal pupils will exert themselves as they are in honor and duty bound to do, it may be, by the assistance of the permanent teacher, not only an ornament but a useful appendage to the Normal School.

All of which is respectfully submitted.

Regulations of Experimental School.

The care of this School has been placed under a permanent teacher, whose duty it shall be to govern, classify, and arrange it according to his best judgment.

He is to be aided in the work of instruction and carrying out of his plans by two "teachers" and two "observers," each week; it being understood that the "observer" of one week shall become the "teacher" for the next.

In order to make the school as useful as possible, both to the teacher and taught, the following suggestions are submitted to those who may be called upon to take part in its instructions, in the hope that they may be rigidly observed:

I. That you be in the school room promptly 20 minutes before the hour of opening every day during your stay in the School in readiness to attend to any duties that may be assigned to you.

II. That you thoroughly prepare yourselves for the work while here; examine every lesson before you meet your classes, and thus be enabled to conduct the exercises with animation and interest.

III. That you take special pains to interest yourself in behalf of the school; that you study to promote its welfare, as if its prosperity and usefulness depended entirely upon your own exertions.

IV. That you be prepared during the week of service to present at least one "topic exercise" of not less than five minutes in length.

V. That you be rigidly thorough in every thing you teach, bearing in mind our motto—"not how much but how well."

VI. That your intercourse with the pupils be characterized by kindness and calmness, and at the same time by firmness and decision.

VII. That you punctually attend every meeting appointed for the purpose of conferring on matters relating to the school.

VIII. That while the general direction and government of the School is left with the permanent teacher, you consider yourself responsible for the deportment of pupils during class exercises, as well as for their scholarship and progress while under your charge; and—

IX. That all cases of disobedience or misconduct

of any kind be promptly reported to the permanent teacher.

X. That you keep in mind constantly the object for which this School was established; and that your own fitness for the duties of the teacher's responsible office, may, in a great measure, be determined by your course of proceeding while here.

The observers are expected to keep a faithful record of the recitations and deportment of each pupil in the classes they attend; and thus endeavor during the week to learn the name and attainments of each scholar. They should strive to make themselves quite familiar with all the operations of the school, that they may be the better prepared for the duties of the second week.

It is also the duty of observers to regard the deportment of the pupils at recess. To this end it is desirable that they should be among the scholars most of the time at recess, in order to direct their sports, or to restrain any noise or disorder that would be improper or inconvenient to the Normal School.

Special Suggestions.

All experience has shown that the success of any school depends, in a great degree, upon the attention devoted to many of the minutiae appertaining to its practical operations; and in one of this description, where there is constant change of instructors, it must be apparent that very particular pains are necessary in this respect, to insure a tolerable degree of progress. The teacher's duty ends not with the mere imparting of intellectual instruction. He is the prerogative to cultivate and bring into healthy action the higher powers of the young mind—to educate the moral nature—to implant a reverence for all that is just, true and god-like in man. His is the task to demonstrate by precept and example the beauty of the social virtues, and the nobleness of correct personal habits. In short, he is to watch over and guard with untiring vigilance the whole nature of childhood, and to aid, as far as possible, in the formation of such habits as shall make the intelligent, useful, conscientious citizen—the honest man—the noblest work of God.

To secure results so desirable, therefore, it has been found necessary to present the following "special suggestions," that the attention of our teachers may be called to these important matters; and it is earnestly requested that, as far as possible, they should endeavor to carry them into effect.

1. Previous to the commencement of each session, at recess and at other times of relaxation, the conduct of the pupil should be an object of close observation. Rude and boisterous behavior, contentions, quarrels, and all indecorous and disrespectful deportment, should be kindly, yet firmly checked and reformed. Much may be done by our Observers and Teachers towards breaking up such habits, and it is hoped that their unwearied attention will be devoted to it.

II. The deportment of pupils during session hours should be carefully guarded—not in the spirit which prompts to fretfulness at their little delinquencies—not in such a manner as will lead them to distrust our confidence in their virtue—but in the true spirit of kindness. With dignity should the pupil ever be approached; he should be corrected in such a manner as will lead him to respect and obey his instructor, and fear again to incur his disapprobation. Particular attention is invited to the changing of classes, that it be done quietly, respectfully and thoughtfully. To this end let the directions be given in a subdued quiet tone, and occasionally a kind suggestion be made to

the class previous to leaving their seats for recitation, that all be done "decently and in order." The position of pupils during class exercises should also be regarded, they should be reminded that they are forming characters, and that their good name requires them to be dignified, manly and respectful. All forwardness should be checked in such a manner as to be felt and remembered. Talking during recitation should be strictly prohibited unless called for by the teacher.

III. The personal appearance of the pupils and the neatness of the school room are also matters deserving of particular attention. Pupils should not be justified in eating in the room and scattering the refuse about the floor, or in strewing paper and other filth around their desks. The rooms with their furniture should be carefully and daily inspected with reference to their neatness and order. No ink spots or scratches should be tolerated about the seats or other fixtures. The black-boards should not be disfigured with useless and unmeaning writing. Everything which relates to the neatness, comfort and convenience of the school should be vigilantly regarded.

IV. Special preparation for the recitation will do much towards securing the attention of pupils, creating an interest in their studies and thereby diminishing the desire for mischief, and their disposition to be otherwise troublesome. A thrilling narrative or an interesting fact occasionally introduced into the exercise, will give the teacher great power over his class, and greatly diminish the labor of disciplining the school.

V. Finally, promptitude, patience, earnestness and industry will almost conquer impossibilities. Let these, then, be the watch words here, and your labors will be fraught with interest and satisfaction to yourself, and profit to the deathless minds for whose welfare you labor.

Memorandum of Permanent Teacher.

Mr. ——— possesses in an eminent degree, the true spirit of a teacher; he has earnestly and conscientiously sought to discharge his whole duty, and his efforts have been crowned with success. Mild, though firm as a disciplinarian, accurate as a scholar and apt to communicate as an instructor, he has happily succeeded in the preservation of order, and in gaining the confidence and securing the attention of his pupils. His services have been alike creditable to himself, profitable to the school, and satisfactory to those in charge.

(Signed.)

PERMANENT TEACHER.

(E.)

PROGRAMM, FOR A PORTION OF THE TERM COMMENCING NOV. 1, 1847.

TIME.	EXERCISES.	TEACHER.
From 9 to 9.30 min. A. M.	Opening exercises. Lecture Room.	
	Senior, No. 1, Natural Philosophy, do 2, Geometry,	Mr. Clark, do Eaton.
	Middle, No. 1, Grammar, do 2, Higher Arithmetic,	do S. T. Bowen do Webb.
From 9.30 to 10.15 min.	do 3, Algebra, do 4, Drawing,	Prof. Perkins, Miss Ostrom.
	Junior, No. 1, Grammar, do 2, Geography,	Mr. T. H. Bowen, Miss Hance.
From 10.15 to 10.20 min.	Change of classes.	
	Senior, No. 1, Geometry, do 2, Natural Philosophy,	Mr. T. S. Bowen, Mr. Clark.
	Middle, No. 1 & 2, Human Physiolgy, do 3, Grammar,	Principal, Mr. T. H. Bowen.
From 10.20 to 11.5 min.	do 4, Higher Arithmetic, Junior, No. 1, Reading, do 2, Mental Arithmetic,	Mr. Webb, Miss Hance, do Ostrom.
From 11.5 to 11.15 min.	Change of classes and singing.	
	Senior, No. 1, Mental Philosophy, do 2, do 3, Reading	Mr. Eaton, do S. T. Bowen Prof Perkins
From 11.15 to 12	Middle No. 1, Higher Arithmetic do 2, Reading do 3 and 4	Miss Hance Principal

From 12 to 12,30 min	Junior, No 1, Mental Arithmetic	Miss Ostrom
	do 2 Elementary do	Mr Webb
From 12,30 to 1,5	Recess.	
	Senior No 1 and 2 Lect's in Rhet'ic	Principal
From 1,5 to 1,10 min	Middle No 1 Reading	Miss Hance
	do 2 Algebra	Mr Eaton
From 1,10 to 1,55 min	do 3 Drawing	Miss Ostrom
	do 4 Algebra	Prof Perkins
From 1,55 to 2,	Junior No 1 Elementary Arithmetic	Mr Webb
	do 2 Grammar	do S T Bowen
From 2, to 2,15 min	Change of class.	
	Senior No 1 and 2 Chemistry	do Clark
From 2,15 to 2,30 min	Middle No 1 Algebra	do Eaton
	do 2 Grammar	do S T Bowen
From 2,30 to 2,45 min	do 3 Higher Arithmetic	do Webb
	Middle No 4 Grammar	do T H Bowen
From 2,45 to 3, min	Junior No 1 Drawing	Miss Ostrom
	do 2 Writing	do Hance
From 3,15 to 4,15 min	Dismissal	
	A class Mon'ys and Th'ys, Vo. mu.	{ Mr T H Bowen
	B do Tuesdays and Fridays, do	{ do do do
	Whole school, Wed'ys, Gen. Lecture	Principal or Prof F

NOTE. The School is divided into three grand divisions, viz: The *Senior or Graduating Class*; the *Middle Class*, consisting of those who are expecting to form the graduating class of next term; and the *Junior Class*, or those who expect to remain at least two terms more. These classes are subdivided for recitation—the Senior into *two*, the Middle into *four*, and the Junior into *two* divisions. These divisions number from twenty to thirty pupils. For some exercises two or more divisions are united. Each division has five recitations. The exercises are begun and ended with the strictest punctuality.

STATE NORMAL SCHOOL.

SECRETARY'S OFFICE,
Department of Common Schools,
Albany, Feb. 28, 1848.

SIR: The next term of the NORMAL SCHOOL will begin on the 8th of May, and as a number of vacancies will occur, which it will be necessary for the Town Superintendent to fill, I have prepared the following statement that you may have the necessary information to guide you in the selection of proper persons.

The Normal School for the State of New York, was established by an act of the Legislature in 1844, "for the instruction and practice of Teachers of Common Schools, in the science of Education, and the art of Teaching." Its sole object is to improve the Teachers of Common Schools; and the course of study and conditions of admission have been adopted with reference to that object.

Each County in the State is entitled to send to the School a number of pupils, (either male or female,) equal to twice the number of Members of the Assembly in such County. The pupils are appointed by the Town Superintendents at a meeting called for that purpose.

COURSE OF STUDY.—The following is the course of study for the School; and a thorough acquaintance with the whole of it, on the part of the male pupils, is made a condition for graduating:

COURSE OF STUDY.

The following is the course of study for the school; and a thorough acquaintance with the whole of it, on the part of the male pupils, is made a condition for graduating:

Orthography,.....Normal Chart.
Analysis of derivative words,....Town's.
Reading and Elocution,.....
Writing,.....National W. Book.
Geography and Outline Maps, (with map drawing,).....Mitchell's.
English Grammar, (with composition,).....Brown's.
History of the United States,.....Wilson's.
Human Physiology,.....Lee's.
Mental Arithmetic,.....Colburn's.
Elementary Arithmetic,.....Perkins'.
Higher Arithmetic,.....Perkins'.
Elementary Algebra,.....Perkins'.

Higher Algebra, chap. 7 and 8, (omitting Mutinomial Theorem and Recurring series,).....Perkins'.
Geometry, six books,.....Davies' Legendre.
Plane Trigonometry as contained in Davies' Legendre.
Land Surveying,.....Davies'.
Natural Philosophy,.....Olmstead's.
Chemistry, (with experimental lectures,).....Silliman's.
Intellectual Philosophy,.....Ambercrombie's.
Moral Philosophy,.....Lectures.
Constitutional Law, with select parts of the Statutes of this State, most Young's Science intimately connected with the of Gov. rights and duties of citizens,....Revised Statutes.
Rhetoric,.....Lectures.
Art of Teaching,.....Lectures, Theory and Practice of Teaching, and Experimental school.
Mathematical Geography, use of globes and Elements of Astronomy,.....Lectures.
Lessons in drawing and vocal music, to be given to all.

The same course of study, omitting the Higher Algebra, Plane Trigonometry and Surveying, must be attained by females as a condition of graduating.

Any of the pupils who desire further to pursue mathematics, can be allowed to do so after completing the above course of study.

Pupils on entering the School are subjected to a thorough examination, and are classified according to their previous attainments. The time required to accomplish the course will depend upon the attainments and talents of the pupil.

All the pupils receive their tuition free. They are also furnished with the use of text books without charge. Besides this each student receives four cents a mile on the distance from his county town to Albany. This money is paid to the student at the close of the term.

TERMS AND VACATIONS.—The year is divided into two terms, so as to bring the vacations into April and October, the months for holding the Teachers' Institutes. This also enables the pupils to take advantage of the cheapness of traveling by the various means of water communication in the State, in going to and from the School.

THE SUMMER TERM commences on the SECOND MONDAY IN MAY, and continues TWENTY WEEKS, with an intermission of one week from the first of July.

THE WINTER TERM commences on the FIRST MONDAY IN NOVEMBER, and continues TWENTY-TWO WEEKS, with an intermission from Christmas to New-Years day inclusive.

PROMPT ATTENDANCE.—As the School will open on Monday, it would be for the advantage of the pupils, if they should reach Albany by the Thursday or Friday preceding the day of opening. The Faculty can then aid them in securing suitable places for boarding.

As the examination of the pupils preparatory for classification will commence on the first day of the term, it is exceedingly important that all the pupils should report themselves on the first morning. Those who arrive a day after the time, will subject not only the Teachers to much trouble, but themselves also to the rigors of a private examination. After the first week, no student, except for the strongest reasons, shall be allowed to enter the School.

PRICE OF BOARD.—The price of board, in respectable families, varies from \$1.50 to \$2.00, exclusive of washing. Young gentlemen, by taking a room and boarding themselves, have sustained themselves at a lower rate. This can better be done in the summer term

The ladies and gentlemen are not allowed to board in the same families. Particular care is taken to be assured of the respectability of the families who propose to take boarders, before they are recommended to the pupils.

The following table will show the vacancies in each County at the close of the present term of the School, which the Town Superintendents will be expected to fill as soon as possible after the first of April. The table also shows the amount of money which each student will receive per term.

COUNTIES.	No of Vacan- cies.	Am't. paid to each pupil.
Albany.....	None.	\$00 00
Allegany.....	Four.	10 25
Broome.....	Two.	5 80
Cattaraugus.....	Four.	11 68
Cayuga.....	Six.	6 88
Chatauque.....	One.	13 44
Chemung.....	None.	7 92
Chenango.....	Three.	4 40
Clinton.....	Two.	6 48
Columbia.....	Three.	1 16
Cortland.....	One.	5 60
Delaware.....	None.	3 08
Dutchess.....	Four.	2 92
Erie.....	One.	13 00
Essex.....	None.	5 04
Franklin.....	One.	8 48
Fulton.....	One.	1 80
Genesee.....	Two.	11 32
Greene.....	One.	1 36
Hamilton.....	None.	3 28
Herkimer.....	Three.	3 16
Jefferson.....	Three.	6 40
Kings.....	Five.	5 84
Lewis.....	Two.	5 68
Livingston.....	Two.	9 52
Madison.....	Two.	4 04
Monroe.....	Four.	10 04
Montgomery.....	Two.	1 68
New-York.....	Eleven.	5 80
Niagara.....	Four.	12 00
Oneida.....	Six.	3 72
Onondaga.....	Six.	5 84
Ontario.....	Two.	8 88
Orange.....	Two.	4 20
Orleans.....	Two.	10 28
Oswego.....	Three.	6 68
Otsego.....	Two.	2 64
Putnam.....	Two.	4 24
Queens.....	Two.	6 68
Rensselaer.....	Four.	0 24
Richmond.....	Two.	6 32
Rockland.....	One.	4 88
Saratoga.....	None.	1 20
Schenectady.....	None.	0 60
Schoharie.....	Two.	1 28
Seneca.....	One.	7 88
St. Lawrence.....	Two.	8 24
Steuben.....	Four.	8 64
Suffolk.....	Two.	9 04
Sullivan.....	One.	4 52
Tioga.....	One.	6 68
Tompkins.....	One.	6 80
Ulster.....	Four.	2 32
Warren.....	One.	2 48
Washington.....	Two.	2 00
Wayne.....	Two.	7 24
Westchester.....	Three.	5 20
Wyoming.....	None.	12 12
Yates.....	None.	4 48

In the selection of pupils, the Superintendents will please observe the following directions:

1. That the appointments in each County shall be made at a meeting of the Town Superintendents, called by the Town Superintendent of the County town for that purpose.

2. Females sent to the school must be sixteen years of age, and males eighteen.

3. The Superintendents in making their appointments, are to pay no regard to the political opinions of the applicants. The selection should be made with reference to the moral worth and abilities of the candidates. Decided preference ought to be given to those who, in the judgment of the Superintendents, give the highest promise of becoming the most efficient teachers of common schools. It is also desirable that those only should be appointed who have already a good knowledge of the common branches of study, and who intend to remain in the school until they graduate.

4. As the pupils on entering the school are required to sign a declaration, that, "it is their intention to devote themselves to the business of teaching district schools, and that their sole object in resorting to the Normal School, is the better to prepare themselves for this important duty," therefore, it is expected of the Superintendents that they shall select such as will faithfully fulfil their engagements in this particular.

5. Pupils once admitted to the school will have the right to remain until they graduate, unless they forfeit that right by voluntarily vacating their place, or by improper conduct.

6. As the objection is often urged against the school, that the pupils will not fulfill their engagements by teaching district schools, it is hoped that the Superintendents will select persons in whose integrity they can confide.

7. In the selection of pupils, preference is always to be given to those who reside in your own County; but if there are no suitable persons within your County who wish to avail themselves of the advantages of the school, the Superintendents may then select the residents of other Counties of this State who may apply: provided, they bring satisfactory evidence that they are suitable candidates.

Immediately upon the receipt of this circular, the Town Superintendent of the County Town is requested to fill the blanks in the notice which is here subjoined, calling a meeting of the Superintendents, for the purpose of filling the vacancies in his County, and to forward it to each Town Superintendent in his county without delay.

Respectfully Yours,
CHRISTOPHER MORGAN,
Supt. Com. Schools.

P. S. You will observe, that the above directions differ in one respect from those which have been sent to you before. Since the abolishment of the office of County Superintendent, the State Department has no organ of direct communication with the Town Superintendents. I have therefore appointed the Town Superintendent of the County Town, in each County, the chairman of the meeting of Superintendents. This is done as a means of facilitating business, and I would respectfully beg this officer to attend to the duty entrusted to him.

To the Superintendent of the Town of _____ County of _____
It will be seen by the circular of the State Superintendent of Common Schools, that there will be vacancies in the State Normal School, at Albany, to be filled, if practicable, by persons residing in this county. Will you please inquire if there are any suitable persons in your town who would wish to be appointed?

I also hereby give you notice, that a meeting of the Town Superintendents of this County will be held at on the day of April, at o'clock, . M., to fill these vacancies.
Dated

*By order of the State Superintendent.
Town Superintendent
of the County Town of*

DISTRICT SCHOOL JOURNAL.

SYRACUSE, APRIL 1, 1848.

THE DISTRICT SCHOOL JOURNAL.

The present number commences the ninth volume of this paper. For eight years it has been steadily and perseveringly devoted to the cause of Common School Education, fearlessly exposing the errors in our school system, and judiciously advocating those reforms which have wrought out an incalculable amount of good to society. Public attention through its efforts, has been directed to our Common Schools and an active interest created which cannot fail to increase the blessings of education and virtue.

The Journal was commenced by the late FRANCIS DWIGHT, widely known and highly respected as an able advocate for popular Education. Under his skillful and judicious management it grew in influence, and was a potent engine in promoting those reforms in our educational system that have justly made our schools the pride of the State. After several years of successful toil, just as the ripening harvests were to reward his labors and encourage him in his noble efforts, Death suddenly removed him from his sphere of usefulness. He was borne to the tomb amid the deep sorrows of thousands who had witnessed the good he done as an educator, and who will long cherish his memory with the respect and veneration due to a public benefactor.

The hand which removed the first editor, provided an able and judicious successor in S. S. RANDALL, then State Deputy Superintendent of Schools. He safely guided the bark, suddenly bereft of its pilot, in an undeviating course. There was no change in the objects of the paper, or the measures recommended. It continued its useful mission under his direction until ill health, the consequence of his untiring devotion to the cause of education, compelled him to seek the restoration of exhausted energies in relaxation and a milder climate. The paper was again consigned to other hands, but without any change in its principles or devotion to the interests of Education. Rev. Dr. CAMPBELL brought to its columns the stores of a well cultivated mind, enriched by large experience and extensive erudition. As before, the Journal was conducted with ability and zeal in the noble cause to which it was devoted when first established.

It now falls to our hands under circumstances that impose the greatest care in its management. We have the example of able and zealous predecessors to emulate us in the discharge of our duty, to guide us in our labors and encourage us in the hour of trial. It shall be our constant aim to make the Journal consistent with the preceding volumes, by advocating the claims of education and enforcing the obligations of society to attend to the interests of its Schools, and provide all the facilities for obtaining a thorough knowledge of those branches necessary to qualify the next generation for the duties created by their relations to each other, their country and their God.

As the organ of the School Department it will be found of great value to Teachers and School Officers. It is the me-

dium of communication by which the Superintendent gives official notices, and holds such intercourse with the School Officers, as is necessary to an efficient administration of our School System. In view of these considerations and the importance of the objects to which the Journal is devoted, we hope for the confidence and cordial support of all the friends of education.

LONG ARTICLES.

Our readers will excuse the want of variety in the present number of the Journal. The Report of the Normal School, notwithstanding its length, will be read with interest and profit by all who feel an interest in improving the methods of instructing our common schools. After this, we hope to present more brief articles with a view to add interest to the pages of the Journal.

Correspondents will please bear in mind the necessity of abridging their communications as much as may be consistent with perspicuity.

THE SCHOOL DEPARTMENT.

The administration of the Common School Department has been placed by the people of this State in the hands of CHRISTOPHER MORGAN, a gentleman well known and highly respected as a scholar and statesman. His predecessor N. S. BENTON left the office on the first of January last, having discharged its duties for three years with fidelity to the public and satisfaction to his friends. His Deputy S. M. HOLMES, who succeeded S. S. RANDALL was continued in the office until the first of March, laboring diligently and efficiently to promote the cause of common school education. His gentlemanly and courteous manner to all will long be remembered by those who have had occasion to do business with the Department.

Mr. MORGAN brings to the office a sound and discriminating judgment, enriched by large attainments and ripe experience. As a statesman and scholar he is only equalled by his prompt and correct business habits. The friends of education cannot but feel gratified that our common school interests have fallen to his hands. His decisions are made in terse and expressive language, and indicate an acquaintance with the school system that gives us ample assurance of a liberal and efficient administration of this department of the state government.

In the appointment of Deputy Superintendent, Mr. MORGAN has manifested discrimination and wisdom. Mr. JOHNSON, the newly appointed Deputy, received his primary education in a common school, and subsequently graduated at one of our most valuable New England colleges. During his collegiate course, like many others whose main reliance is upon their own energies, he supported himself by teaching a common School. A considerable portion of his life has been spent in the service of the cause to which he has been wisely called by the state Superintendent. Other pursuits have equally tended to qualify him for the discharge of the various and oft-times difficult duties now entrusted to him. His experience as an Editor as well as in the practice of law is eminently well calculated to give him correctness and facility in transacting the business of his office. Acquainted with the toils and difficulties that crowd the Teacher's path, his sympathies will naturally direct him to make such efforts in behalf of this laborious and poorly requited profession as his prudence and good judgment may dictate. We know him to be a friend of the common school system of this State, and have no hesitation in promising that he will devote himself to giving efficiency and skill to its practical operations.

With such distinguished ability and zeal as we now find

in this Department, may we not fondly hope that the star which has risen with such brilliancy will increase its splendor until the blessings of a good and thorough common school education shall be diffused in every portion of the State—when knowledge shall be as free to all as the breeze which fans the brow of the child—when virtue and patriotism shall infuse their own elements into every common school in the State and give permanency to those Institutions cherished by every lover of his country with unyielding tenacity.

TOWN SUPERINTENDENTS SHOULD BE EMPOWERED TO ADMINISTER OATHS.

It has been suggested, with much propriety, that Town Superintendents of Schools be empowered to administer an oath or affirmation whenever any business appertaining to their office should require it. This privilege would often save much time and trouble to Teachers and School Officers. Under the present law, it is frequently necessary that the Town Superintendent should travel several miles to obtain the oath of those doing such business with him as requires verification.

Supervisors and other local officers are allowed to administer oaths in cases appertaining to the duties of their office, and with much convenience to themselves and the public. As the precedent has been established for other town officers, why not give the privilege to Superintendents of Schools? It would be no more than an act of justice without infringing upon the rights of any, and therefore we hope the Legislature will confer this power.

DRAWING.

This branch of education is no longer considered merely ornamental. It is very properly recommended by the Visiting Committees of the Boston Public Schools as a branch of education that should be taught to every child, and for the following good reasons:

"The practice of this art exercises the eye and the hand, rendering the one observant and the other exact, while it trains that inward faculty which guides them both. It helps to comprehend whatever is delineated by art or represented by nature. It gradually enlarges the mental grasp, by exercising the mind to judge of distance, size, shape and relation, and cultivates the taste by quickening the perception of the beauty which depends on harmony, proportion and color. It furnishes a safeguard against idleness, by giving a pleasant and innocent occupation for leisure hours. It makes the child quick to comprehend all illustrations upon the black board, and prepares him for his own exercise of map-drawing. It should be considered absolutely necessary in a boy's school, as it will be a most valuable assistance in almost every occupation in which men are employed. It aids the mechanic to understand every piece of mechanism which is figured, and enables him to represent to others what he has himself conceived. It is an essential help to almost every one engaged in directing, or practically occupied in doing, the work of life; and it is an elegant accomplishment to him whom fortune raises above these necessities. It is indispensable to him who would plan a house, and to him who would execute the plan. It is valuable to the ship builder, and to the seafaring man; to the husbandman who would represent the buildings, inclosures and implements of his farm, and to the student of Nature who would delineate the plants or animals of the woods or fields. The smith who has learned to draw, uses the hammer

more skilfully than he who has not; the engraver in metal must be in like manner benefited by early discipline of the eye and the hand. To the carver, the joiner, the worker in stone, the carver in wood, the art of drawing is not less useful, while to all those especially who are to be occupied in producing articles of ornament and taste, it is almost indispensable."

ADDRESS TO THE TEACHERS OF MONROE COUNTY.

At the last Annual Meeting of the Monroe County Teachers Association, a committee was appointed to prepare an Address to the Teachers of the County on the importance of sustaining the Association. We extract the following from the address, and request the attention of Teachers and friends of education to the considerations presented:

"Literature, the Arts and Sciences are progressing with a rapidity that astounds the most sanguine and wise, and the world seems to be undergoing a mental revolution as unprecedented as it is wonderful. At such a crisis it is not fitting that the Art of Teaching should languish or stand still. On the contrary should not every exertion be made to improve and perfect it, and to elevate the professional character of those engaged in it? It is an art which has perhaps no superior in difficulty, and certainly none in importance, and cannot be acquired in a day. Indeed, a lifetime is often too short to permit the attainment of perfection in it, and a single mind is rarely capable of discovering for itself all the improvements of which it is susceptible. It requires, then, many years experience, and the combined wisdom of many minds to perfect a system of instruction that shall be entitled to the full confidence of society. Hence arises the necessity for the formation of Associations and Teacher's Institutes.

It was discovered by the most experienced and capable instructors of public schools, that the advantages of associating with their fellow teachers and interchanging with them thoughts and opinions upon the numerous subjects appertaining to their common calling, were too great to be lost. They readily foresaw the beneficial results that would follow the formation of State and County Associations, provided a majority of the teachers would become members, and attend the meetings of these bodies. Measures were soon taken, and in every county in the state a Teachers' Association was organized. The benefits which arise from these institutions are so numerous and obvious that we can hardly deem it necessary to point them out.

Uniformity in the method of instruction, all admit to be of great utility, provided it be of great uniformity of excellence. Now uniformity of any kind can only be attained by a mutual understanding and agreement, and that uniformity most to be desired is possible only when the modes pursued by all are known and the best selections from them made. New and improved methods of governing the school, and of conducting the affairs of the school room are frequently suggested to the minds of the experienced teacher, which can be of service to none but himself, unless he have an opportunity to communicate them to his co-laborers in the cause of education.

At the annual meetings of the Association Committees are appointed, whose duty it is to report upon the various matters pertaining to the entire conduct of a public school. These reports usually embrace much valuable information, and not unfrequently excite animated and profitable discussion."

DECISIONS OF THE SUPERINTENDENT.

STATE OF NEW-YORK.

SECRETARY'S OFFICE,
Department of Common Schools,
ALBANY, March 15, 1848. }

This was an application made by Thomas Y. Howe, Jr., Treasurer of the Auburn and Syracuse Railroad Company, and George Geddes, Trustee of School District No. 1 Camillus and Salina, in the county of Onondaga, for the advice of the Superintendent as to the mode of assessing Railroad property for school taxes.

A warrant was issued against the Railroad for one hundred and seventy-eight dollars besides collectors fees, upon a valuation of forty thousand five hundred and fifty-five dollars and eighty cents. The length of the road in the town of Camillus is 669 chains and 33 links—the length in the district is 225 chains and 95 links. The valuation of the road in the town is one hundred and twenty thousand dollars, and the proportion of the valuation in the district is forty thousand, five hundred and fifty-five dollars and eighty cents.

It is claimed by the Railroad company that the valuation should be made according to the number of acres in the district, instead of the length of the road, as made by the Trustees.

It is admitted that there are no erections in the town belonging to the Railroad company.

In the 4th volume of Paige's Chauncery Reports, 384, the chancellor decided, that Railroad "companies whose stock or the principal part thereof, is vested in the lands—necessary for their railways and other fixtures connected therewith are taxable on that portion of their capital as real estate, in the several towns or wards in which such real estate is situated.

It was also decided in the same case, that such real estate "is to be taxed upon its actual value at the time of the assessment, whether that value is more or less than the original cost thereof.

In the case of School District No. 3, in the town of Ballston, Mr. Dix, superintendent, says "the assessors should ascertain from the assessment roll of the town, the aggravate value of so much of the real estate of the company as is within the town. They should ascertain whether the proportion of that value in respect to the railway included within their district is equal to the value of the whole of the real estate of the company included within another district in which the length of the railway is the same."

The Trustees should first ascertain the aggregate value of the railway and fixtures in the town, and then ascertain and assess the proportionate value of that part of the railway in the district where the tax is to be laid.

If there are no fixtures making one part of the road more valuable than another, then each mile of the railway should be estimated as of equal value.

If there are erections in one part of the town, or a

double track in one part and a single track in another these circumstances must be taken into consideration.

By way of illustration. If there was one mile of railway, in the town of Camillus valued at twenty-five thousand dollars, one half of which was in District No. 1, and one half in District No. 2; and in District No. 1 there was a Depot worth five thousand dollars, then the assessment in No. 1 should be fifteen thousand dollars, and in No. 2 ten thousand dollars.

The Trustees of School District No. 1 were correct in the manner of assessment and the apportionment of valuation

CHRISTOPHER MORGAN,
Supt. Com. Schools.

STATE OF NEW-YORK.

SECRETARY'S OFFICE,
Department of Common Schools,
ALBANY, March 15, 1848. }

This department is well pleased to be assured that the DISTRICT SCHOOL JOURNAL is more generally read than formerly, and its value more highly appreciated. Still there are several districts in the State whose officers neglect, or refuse to take it from the Post Office. Since the State supplies each district with a copy gratuitously, and authorizes the postage and binding to be paid out of the Library money, there seems to be no excuse for this neglect.

The JOURNAL is the legal organ of this department. All laws relating to Common Schools are published in it by authority. Through it this department promulgates decisions in cases in which the law is explained, or important principles are settled. In order to carry out the intention of the State, and secure to every district a copy of the Journal, this department hereby authorizes the several Town Superintendents to take from the Post Office the copies of the Journal refused by any School District, preserve them, cause them to be bound, place the bound volume in the District Library, and deduct yearly from such districts so much of their share of the library money as may be necessary to pay the postage and cost of binding.

CHRISTOPHER MORGAN,
Supt. Com. Schools.

STATE OF NEW-YORK.

SECRETARY'S OFFICE,
Department of Common Schools,
ALBANY, Feb. 10, 1848. }

SIR: In your letter of the 21 January, you enquire what amount of apparatus will justify a District in applying library money to Teachers wages.

It is not probable that I shall consent to the application of Library money to Teachers wages during my continuance in office, whatever may be the extent of the library or apparatus.

Very respectfully yours,
CHRISTOPHER MORGAN.
Supt. Com. Schools.

MR. L. W. HALL, Trustee of Dis. No. 4, Salina.

EDITOR'S TABLE.

TWENTY-NINTH ANNUAL REPORT OF THE NEW YORK INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, made to the Legislature, January 28, 1848:—Also, TWELFTH ANNUAL REPORT OF THE MANAGERS OF THE NEW YORK INSTITUTION FOR THE BLIND.

These reports are among the most interesting public documents of the Legislature. No one can read them without having his sympathies most actively excited in behalf of the unfortunate persons for whose benefit these Institutions were established and liberally supported by the enlightened and generous policy of our State Government. In no respect do we find public sentiment more fully embodied in legislative enactments, than in the fostering care bestowed upon the Education of the Deaf and Dumb, and the Blind. Parental solicitude too generally prevents that early attendance upon these excellent Institutions necessary to rapid and easy progress in study, especially with the Deaf and Dumb. Mental action is more intense among the blind, and consequently their progress is not rendered so slow and difficult as among deaf mutes, who suffer for want of the means of communication with their parents and friends by the delay; but there is a gradual improvement in this respect, that gives to these Institutions increased promise of usefulness.

The Teachers and Officers of these Institutions have merited the utmost confidence and respect for the able manner in which they have discharged the duties assigned them.—The systems of instruction, and the arrangements for imparting a correct and practical knowledge of the industrial pursuits of life, are the fruit of long experience and study, and are well adapted to meet the wants of those whose improvement and comfort they are designed to promote. The greatest possible care is taken to improve the methods of instruction, and increase the facilities for carrying out the high behests of the State in fostering these Institutions.

The number of pupils now in attendance at the Institution for the Deaf and Dumb is 225, of whom 160 are the beneficiaries of the State, 16 of the city of New York, and 8 of the State of New Jersey. The expenses of 21 are defrayed by their friends, and the remainder are, for the present academical year, boarded and instructed gratuitously, in anticipation of their filling vacancies in the State list. Of the whole number, 33 are from the city of New York, and 171 from the remaining counties of the State, 12 from other states, and 8 from the British Provinces.

The admirable report closes with the following paragraphs, which we quote as furnishing important information in regard to the operations of the human mind when its communication with the material world is partly intercepted as in the case of deaf mutes:

"When we would measure the degree of success attained in the instruction of the deaf and dumb, we must bear in mind the peculiar difficulties, in the way of the early mental development of those unfortunate children. Placed, for the most part, in the course of Providence, in families ignorant of the mode of communication with the deaf, by a language addressed to the eye, the majority of deaf mute children have, before they come to us, no medium of communication, save such instinctive gestures as may suffice to explain the simplest wants, to make intelligible the simplest movements of the soul. Some of more than common mental activity and blessed with kind and attentive companions, have gone farther than this, and established with their associates a dialect of signs, rude and scanty indeed, but sufficient for necessary communications, and even for affording some social enjoyment. Still, as a general rule, the mental powers of uneducated deaf mutes lie nearly dormant and the faculties of the mind, particularly the memory

and judgment, remain almost wholly undeveloped. This results not from any original inferiority of faculties, but from the want of hearing which shuts them out from the commerce of the mind, from the acquisition, through the natural channel, the ear, of a language perfected by the successive labors of all the higher minds of the race, and the mere possession of which implies much development of ideas, and furnishes a powerful instrument of the thought; from the stores of traditional knowledge accumulating for uncounted generations, of which that language is the repository; and more, even, than all this, from the emulative play and struggle of thought and intellect, that so powerfully sharpens the faculties and stimulates the mental development of children who hear. Minds thus isolated from other minds, may be compared to the individual plates of a voltaic pile—they require to be put in communication before the electric current of thought can flow.

"Children who hear when their systematic education begins, are already possessed of the great instrument of thought and communication, language. They have, moreover, acquired a very considerable amount of that traditional knowledge, from which the deaf and dumb are excluded. For the latter a language must be constructed piece by piece, not such a language as is most easy for them to remember and use, but one by which they may with comparative slowness and difficulty, converse with other men. In teaching the simplest terms of this language, additional labor is often required to explain the ideas that they represent, to minds accustomed to dwell only on sensible perceptions.

"Hence it is, that several years of study and labor on the part of teacher and pupil, are often required to advance the deaf mute pupil only to the point at which the school education of a child, who hears, is begun. With such an immense advantage in the outset it would be strange indeed, if the latter did not in general, make greater progress in an equal term of instruction.

"Very different from this is the condition of the blind child. It is a great, though prevalent mistake, that this class of unfortunates have stronger or even equal claims on public sympathy. Physically, it is true, the deaf and dumb have many advantages, but intellectually the advantages of the blind are immense. To them come the voices of kindred and friends, cheering their material darkness with intellectual and moral light. Education will doubtless increase their comforts, their means of subsistence, but without special education, they already possess the language of their fellow men; can hear others read, can take part in public meetings, whether social, scientific, or political, and above all, the religious privileges, save private study, which the most favored of their fellow men enjoy."

The Institution for the Blind contains 131 inmates, of whom 104 are beneficiaries of the State of New York, 6 of the State of New Jersey, 19 are graduated pupils who support themselves by various employments in connection with the Institution, and 5 are supported by their friends.

The want of suitable books is mentioned as a serious obstacle to the progress of the blind. In consequence of this embarrassment, their means of self-improvement and entertainment after leaving the Institution, are exceedingly limited. This subject has received the attention of the Board of Managers, and the friends of the blind elsewhere, who have made attempts to induce the General Government to remedy the evil by an appropriation for the purpose of multiplying books for the use of the blind.

In addition to the excellent system of instruction, great at-

tention is bestowed upon the industrial department of the Institution. Experience has fully proven that the blind are to find their most reliable means of support in manual labor at some handicraft employment; and that however desirable to all may be the pleasures of a highly cultivated intellect, the means of earning an honest living are of far greater value to those for the amelioration of whose condition the Institution was established.

We find the following suggestions in regard to furnishing permanent employment to the graduates of this Institution, in this able report:

"The conviction that has for years been fixing itself in the minds of the managers, that the great majority of the blind are to earn their own bread by their manual labor, in connection with the fact that the isolated blind workman labors under many disadvantages that association with his fellow workmen greatly obviates, has determined the board to apply to your honorable body, at an early day, for such an amendment of their charter as shall enable them to establish, in connection with the Institution, a workshop, where all who are willing to work, may be enabled to support themselves by the proceeds of their industry."

A bill appropriating \$15,000 for this object is now pending the action of the Legislature and will probably be made a law.

OLLENDORFF's new method of learning to read, write and speak the SPANISH LANGUAGE: with an appendix, containing a brief, but comprehensive recapitulation of the rules, as well as of all the verbs, both regular and irregular; so as to render their use easy and familiar to the most ordinary capacity. Together with practical rules for the Spanish pronunciation, and models of social and commercial correspondence. The whole designed for young learners, and persons who are their own instructors. By M. VELAZQUEZ, and T. SIMONNE, professors of the Spanish and French Languages. New York: D. Appleton & Co., 200 Broadway. Philadelphia: Geo. S. Appleton, 148 Chesnut street. 1848.

We are indebted to Messrs. STODDARD & BABCOCK of this City for a copy of this valuable work. Its title page so well presents the design and object of the book that we need not give a description of its contents.

The Ollendorff series is not less remarkable for simplicity of arrangement than for natural and philosophical analysis of language.

CHAMBERS' MISCELLANY of useful and entertaining knowledge. Edited by WILLIAM CHAMBERS, joint Editor of "Chambers' Edinburgh Journal." Boston: Gould, Kendall & Lincoln.

This series of publications is truly a library of itself. When substantially bound they will receive as they richly merit a place in every public library.

PUBLISHERS, who may be disappointed because no mention is made of books kindly laid upon our table, are informed that we do not design to call attention to ordinary works in this paper.

TEACHERS' INSTITUTE.

We do not find the subjoined law in the last volume of the District School Journal, and therefore we give it a place in the present number. The Town Superintendents will observe that the responsibility of taking the incipient measures for this organization of Teachers' Institutes falls upon them—a fact to which their special attention is most respectfully directed.

AN ACT for the establishment of Teachers' Institutes.

Passed Nov. 13, 1847. "Three-fifths being present."

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Sec. 1. The Treasurer shall pay, on the warrant of the comptroller, to the order of the several county treasurers of

this state, the several sums of money hereinafter mentioned, not exceeding sixty dollars annually to any one county, from the income of the United States deposit fund, to be expended for the use and benefit of teachers' institutes as hereinafter provided.

§ 2. Wherever a majority of town superintendents of common schools in any county in this state unite in a recommendation, and file with the county clerk thereof a certificate, signifying their desire that a teachers' institute should be organized in such county, for the instruction and improvement of common school teachers for such county, it shall thereupon be the duty of such clerk forthwith to appoint three town superintendents of the county, and notify them of their appointment, to constitute an advisory committee to make necessary arrangements for organizing and managing such institute, and such clerk shall also immediately give such public notice in such manner as he may deem most proper to the teachers of common schools of the county, and to others who may desire to become such, specifying a time and place when and where the teachers may meet and form such institute.

§ 3. Whenever any institute shall have been organized as herein provided, it shall be the duty of said committee, and they shall have power to secure two or more suitable persons to lecture before such institute upon subjects pertaining to common school teaching and discipline, and various educational subjects which may be deemed calculated to qualify common school teachers, and to improve common schools; and said committee shall keep an accurate account in items, of the necessary expenses of such institute in procuring such lecturers, and otherwise, and shall verify such account by affidavit, and deliver the same to the county treasurer, to be audited by and filed with him when application shall be made to such treasurer, as hereinafter provided.

§ 4. Whenever any county treasurer shall receive satisfactory evidence that not less than fifty or in counties of under thirty thousand population then not less than thirty teachers and individuals intending to become teachers of common schools within one year, shall have been in regular attendance on the instructions and lectures of the institute in the county during at least ten working days, he shall audit and allow the account which shall be presented to him by the committee as aforesaid, and shall pay over to said committee the amount so audited and allowed, not exceeding sixty dollars in any one year, to be disbursed by said committee in paying the expenses incurred by the institute as aforesaid.

§ 5. Every such committee shall annually transmit to the state superintendent of common schools a catalogue of the names of all persons who shall have attended such institute, with such other statistical information and within such time as may be prescribed by said state superintendent.

§ 6. This act shall take effect immediately.

STEREOTYPING, PRINTING MATERIALS & BOOK PRINTING.

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WOULD respectfully call the attention of Printers and Publishers to their Establishment, for STEREOTYPING, PRINTING MATERIALS & BOOK PRINTING.

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CARDS, of every variety of quality, color and size, supplied at the lowest New York wholesale prices.

BOOK PRINTING,

Executed in the neatest style, and at short notice, on Adams superior Presses.

Syracuse, April 1, 1848.

NORMAL CHART.

OF THE

Elementary Sounds of the English Language.

This Chart was arranged and prepared by D. P. PAGE, Principal of the New York State Normal School, and has received the unqualified approbation of hundreds of Teachers, who have it in daily use in their schools. Mr. Page has been long known to the public as an experienced Educator, and it is believed that in no department have his efforts been crowned with greater success than in that of Elocution. The Chart embodies the results of many years' experience and attention to the subject, and it is confidently expected that it will soon become to be regarded as the standard, on the matters of which it teaches, in all our schools. No work of so great importance, has probably ever been before the public, that has in so short a time been received with so many marked tokens of favor from Teachers of the highest distinction. Though there are other Charts before the public, of merit, yet it is believed that the Normal Chart, by the peculiar excellence of its analysis, definitions, directions, and general arrangement, will commend itself to the attention of all who have in view the best interests of their schools.—The Chart is got up in superior style, is 56 inches long and 45 wide, mounted on rollers, cloth backs, and portions of it are distinctly legible at the distance of fifty feet. Price Two Dollars.

The Chart can be obtained of A. S. Barnes & Co., and Huntington & Savage, New-York city; Wm. J. Reynolds, Boston; G. & C. Merriam, Springfield, Mass.; E. H. Pease, Albany; Young & Hart, Troy; S. Hamilton, Rochester; Oliver Steele, Buffalo; F. Hall, Elmira; D. D. Spencer & Co., Ithaca; J. C. Derby & Co., Auburn; Bennett, Backus & Hawley, and G. Tracy, Utica; M. C. Younglove, Cleveland, Ohio; J. J. Herrick, Detroit, Michigan; and of booksellers generally. Agents who wish to purchase the Chart, supplied on liberal terms by

HALL & DICKSON,
Publishers, Syracuse, N. Y.

FROM S. S. RANDALL.

SECRETARY'S OFFICE,
Department of Common Schools,

Albany, Jan. 23, 1846.

Mr. L. W. HALL, Dear Sir:—I have examined the "Normal Chart of the Elementary Sounds of the English language, arranged and prepared by David P. Page, Principal of the State Normal School, and have no hesitation in cordially recommending its introduction into our District Schools. It may wherever deemed advisable be procured under the authority conferred by the latter clause of the 16th section of the Act of 1843, as a portion of the "Scientific Apparatus for the use of Schools," under the conditions specified in that section.

Yours, respectfully,

S. S. RANDALL,
Deputy Superintendent of Common Schools.

FROM J. A. ALLEN,
Principal of the Syracuse Academy.

Syracuse, March 4, 1846.

Mr. HALL—Dear Sir: I have examined with pleasure the Normal Chart, and am satisfied that it is superior to any thing of the kind with which I am acquainted.

I have introduced it into my school, and shall recommend it to the attention of Teachers everywhere.

Yours &c.,

JOSEPH A. ALLEN.

FROM T. W. FIELD.

New-York, Aug. 19, 1846.

Messrs. HALL & DICKSON: Sirs—The Elementary Chart of Normal sounds, prepared by D. D. Page, Esq., Principal of the State Normal School, is in my opinion, calculated to supply a deficiency that has long been felt in our schools. Students who are exercised upon it, cannot fail to acquire habits of distinct utterance and correct enunciation. The table of the Elementary sounds appears to be arranged on philosophical and correct principles, and the Chart taken as a whole is eminently deserving a place in all our schools.

T. W. FIELD.

Teacher Ward School No. 3, N. Y. City.

TEACHER'S INSTITUTES.

A WORK ON TEACHERS' INSTITUTES: Now in press and will be issued by the 1st of May next, including their origin, progress, and proceedings in the state of New York and other States; a synopsis of the discussions on modes of teaching; practical suggestions on organizing and conducting them; and the late Law of this State making an appropriation. It will contain 144 pages, and may be sent to any part of the U. S. A. for 5 cents postage. Address S. R. Sweet, Saratoga Springs, E. H. Pease & Co., Albany, H. H. Hawley & Co. Utica, or Stoddard & Babcock, Syracuse. Price, 25 cents the single copy—5 copies for one dollar.

April 1, 1848.

Clerk of

CORNELL'S TERRESTRIAL GLOBE.

Diameter 5 inches. Price \$3.

This Globe by its peculiar construction possesses advantages over others heretofore in use. Many problems of difficult solution for beginners on the common Globe are by this made familiar to the most ordinary capacity. The causes of the change of seasons, and the varied length of days and nights, also the position of the Sun—the Plane of the Ecliptic, and the inclination of the Earth's axis, are readily understood.

Each Globe is accompanied with a Manual giving full directions for its use with solutions of problems &c. An additional recommendation is its simplicity of mechanism which renders it but little liable to get out of order or be seriously injured.

We will furnish *gratis* a copy of the *Manual* to any person who will apply *Post Paid*.

Among the numerous testimonials in favor of this Globe we select the following:

Collegiate Institute, Rochester, March 1, 1845.

I have examined SILAS CORNELL'S Improved Globe, and the small book accompanying it; and it gives me great satisfaction to say, that I consider it *all that he represents it*: and that I think it better adapted to the use of schools and families than any thing of the kind heretofore in use.

C. DEWEY, D. D., M. D.,

Principal and Prof. of Chemistry and Philosophy.

From David Prentice, L. L. D., Professor of the Greek and Latin Languages and Literature, Geneva College.

To DR. HAMILTON: Dear Doctor—I cannot permit Mr. CORNELL to leave us without expressing to you my sincere thanks for the pleasure you have given me, in making me acquainted with him, and the use of his newly constructed Globe in teaching the elements of Geography and Astronomy. In the simple and neat construction of his machinery, and in the ready and clear illustration of the principles and facts, his method surpasses every thing of the kind that I have seen, and cannot fail to meet with the cordial approbation of all who are learning and teaching these sciences.

Your friend, most truly,

D. PRENTICE.

From the Prof. of Mathematics in the University of Michigan,
Nov. 23, 1847.

Some of the effects of the Earth's motions are better illustrated by Mr. CORNELL'S Globe than they can be by any other with which I am acquainted.

GEORGE P. WILLIAMS.

From Horace Webster, L. L. D., Professor of Mathematics and Natural Philosophy in Geneva College.

Having examined an improved construction of a terrestrial Globe, the invention of Mr. SILAS CORNELL, of Rochester, I consider it as possessing many decided advantages over those of the common form, for the purposes of elementary instruction in Astronomy and Geography.

It is particularly designed for the use of Common Schools and Academies. For these objects it is much superior to any other with which I am acquainted. I have ordered one of these Globes by the authority of the Trustees, for the Union Schools of this village.

HORACE WEBSTER.

Geneva College, 26th March, 1845.

From Benjamin Hale, D. D., President of Geneva College.

I concur with Professor Webster, in the opinion above expressed.

March 26, 1845

BENJAMIN HALE,
Pres't of Geneva College.

From the Professor of Mathematics in Woodward College, Cincinnati, December 26, 1847.

Having carefully examined SILAS CORNELL'S Globe, I take pleasure in recommending it to my friends of the Teacher's profession on account of its simplicity of construction, and the ease with which, by means of the accompanying little work, any instructor can explain to his pupils the leading Geographical and Astronomical problems. It possesses several advantages over the Globe in common use, and is well worthy of a place in every school.

JOSEPH HAY.

“The Massachusetts Common School Journal, in a recommendation too long for insertion here, says, ‘This cheap little affair is really one of the happiest inventions that we have seen for many a day.’”

For sale by the following Booksellers and Agents—W. B. Fowle 128½ Washington St., Boston; Baker, Crane & Day, and Clark & Austin, N. Y. City; James Henry, Albany; R. G. Wynkoop, Auburn; Hall & Dickson, Syracuse; Knowlton & Rice, Watertown; Mack, Andrews & Co., Ithaca; E. L. Underhill & Co., Bath; Nicholson & Paine, Albion; O. C. Wright, Lockport; Jos. E. Holmes, Meadville, Pa., and by agents in most of the states of the U. S. Made and sold Wholesale and Retail by the subscribers.

A liberal discount to Dealers.
Rochester, 1848.

T. S. HORTON & CO.

District